

SHELL POINT ELEMENTARY

81 Savannah Highway
Beaufort, South Carolina 29906

GRADES PK-5 Elementary School

ENROLLMENT 456 Students

PRINCIPAL Frankie S. Middleton 843-322-2800

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	48	35	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

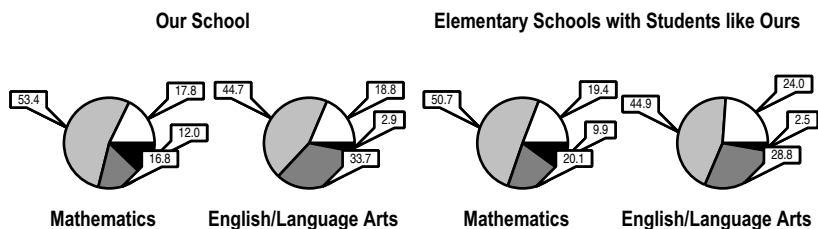
FOR MORE INFORMATION, VISIT WEBSITES AT:




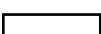
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	42	74	56
Percent satisfied with learning environment	88.1%	83.6%	80.0%
Percent satisfied with social and physical environment	82.5%	85.5%	76.9%
Percent satisfied with home-school relations	73.2%	85.9%	87.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	237	100.0	18.8	44.7	33.7	2.9	36.5	17.6
Gender								
Male	114	100.0	21.4	44.9	32.7	1.0	33.7	17.6
Female	123	100.0	16.4	44.5	34.5	4.5	39.1	17.6
Racial/Ethnic Group								
White	121	100.0	13.9	40.7	41.7	3.7	45.4	17.6
African-American	99	100.0	25.6	50.0	22.1	2.3	24.4	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	13	100.0	10.0	40.0	50.0	N/A	50.0	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	210	100.0	13.7	46.4	36.6	3.3	39.9	17.6
Disabled	27	100.0	56.0	32.0	12.0	N/A	12.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	237	100.0	18.8	44.7	33.7	2.9	36.5	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	232	100.0	18.6	45.1	33.3	2.9	36.3	17.6
Socio-Economic Status								
Subsidized meals	133	100.0	27.0	47.8	24.3	0.9	25.2	17.6
Full-pay meals	104	100.0	8.6	40.9	45.2	5.4	50.5	17.6

Mathematics								
All students	237	100.0	17.8	53.4	16.8	12.0	28.8	15.5
Gender								
Male	114	100.0	18.4	55.1	13.3	13.3	26.5	15.5
Female	123	100.0	17.3	51.8	20.0	10.9	30.9	15.5
Racial/Ethnic Group								
White	121	100.0	14.8	43.5	22.2	19.4	41.7	15.5
African-American	99	100.0	23.3	61.6	11.6	3.5	15.1	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	13	100.0	10.0	70.0	10.0	10.0	20.0	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	210	100.0	15.8	51.9	19.1	13.1	32.2	15.5
Disabled	27	100.0	32.0	64.0	N/A	4.0	4.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	237	100.0	17.8	53.4	16.8	12.0	28.8	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	232	100.0	17.6	53.4	17.2	11.8	28.9	15.5
Socio-Economic Status								
Subsidized meals	133	100.0	26.1	56.5	10.4	7.0	17.4	15.5
Full-pay meals	104	100.0	7.5	49.5	24.7	18.3	43.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	67	N/A	18.2	33.3	48.5	N/A	48.5
	Grade 4	74	N/A	14.9	47.3	37.8	N/A	37.8
	Grade 5	70	N/A	23.2	46.4	29.0	1.4	30.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	89	100.0	10.0	32.5	55.0	2.5	57.5
	Grade 4	69	100.0	23.3	50.0	23.3	3.3	26.7
	Grade 5	79	100.0	25.0	54.4	17.6	2.9	20.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	67	N/A	28.4	49.3	14.9	7.5	22.4
	Grade 4	74	N/A	31.1	35.1	16.2	17.6	33.8
	Grade 5	70	N/A	24.6	47.8	18.8	8.7	27.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	89	100.0	8.8	61.3	17.5	12.5	30.0
	Grade 4	69	100.0	15.0	46.7	21.7	16.7	38.3
	Grade 5	79	100.0	30.9	50.0	11.8	7.4	19.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 456)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.8%	Down from 2.8%	2.6%	2.4%
Attendance rate	96.9%	Up from 95.8%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	18.9%	Down from 24.8%	13.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.0%	Down from 5.3%	8.6%	8.0%
Older than usual for grade	1.1%	No change	1.0%	1.1%
Suspended or expelled	1.1%	Up from 0.9%	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	40.0%	Up from 37.2%	45.1%	50.0%
Continuing contract teachers	77.8%	Up from 76.7%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.3%	Down from 87.2%	87.7%	86.2%
Teacher attendance rate	95.6%	Up from 93.3%	95.2%	95.3%
Average teacher salary	\$38,934	Up 7.2%	\$39,613	\$39,909
Prof. development days/teacher	17.6 days	Down from 18.5 days	10.9 days	11.4 days

School				
Principal's years at school	12.0	No change	4.0	4.0
Student-teacher ratio	18.6 to 1	Up from 15.5 to 1	18.9 to 1	18.9 to 1
Prime instructional time	87.9%	Up from 85.0%	89.6%	89.7%
Dollars spent per pupil*	\$7,641	Up 11.0%	\$5,651	\$5,892
Percent spent on teacher salaries*	54.9%	Down from 66.6%	66.7%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hoorah for America! The 2002-2003 school year at Shell Point Elementary was a year where "America, Our Home Sweet, Home," was uppermost in our teaching and learning. We, the students, teachers and parents, rallied to the cause and while America waged war to bring freedom to Iraq, our school community protected America's home front and legacy of freedom by teaching children the skills, attitudes, and behavior needed to keep America strong and free.

Hoorah for our teachers! The teaching staff assumed a leadership role with the district's efforts to implement Power Standards, which will maximize the teaching of standards to students in all subject areas. The school's vision was revised and the school's dream for students clarified, strengthened, and enlarged. Teachers selected workshops, conferences, and training to increase their competencies in teaching content areas. How to motivate students to be independent, motivated learners with an innate need to excel was a driving force in increasing teacher effectiveness.

Hoorah for our students! The children of our school received accolades, commendations and recognition for excellence in social skills development, academic achievement, school attendance, service learning projects and community involvement; especially noteworthy were the students' contributions to our deployed military men and women.

Hoorah for our parents! They supported the Pre School Club and were empowered to be their child's first and most important teacher. The P.T.O. raised money to enhance and extend the school's emphasis on literacy. A parent survey was conducted by the SIC to gather more information on the areas of the state's Parent Survey for 5th graders which were identified as areas where there is a need for improvement. Parents amassed a noteworthy number of volunteer hours as classroom helpers, chaperones and committee members. The Hot Dogs for PACT and Readiness Rally kindergarten parent training sessions equipped parents with strategies to support and enhance their child's academic success.

Hoorah for Shell Point Elementary! Our team learning efforts took us on an awe inspiring journey into surveying nine instructional strategies that are present in classrooms where all students achieve on high levels. This is the school's current school improvement focus and one which we believe will empower us to help every child become academically successful, love learning, exhibit confidence as a learner and use their learning experiences at Shell Point Elementary to solve problems and create a responsible, fulfilling and rewarding life. We have accepted the challenge and we are making above average progress in delivering excellence in teaching and learning and thereby guaranteeing that America will ever remain the "Land of the Free and the Home of the Brave."

Frankie S. Middleton - Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.